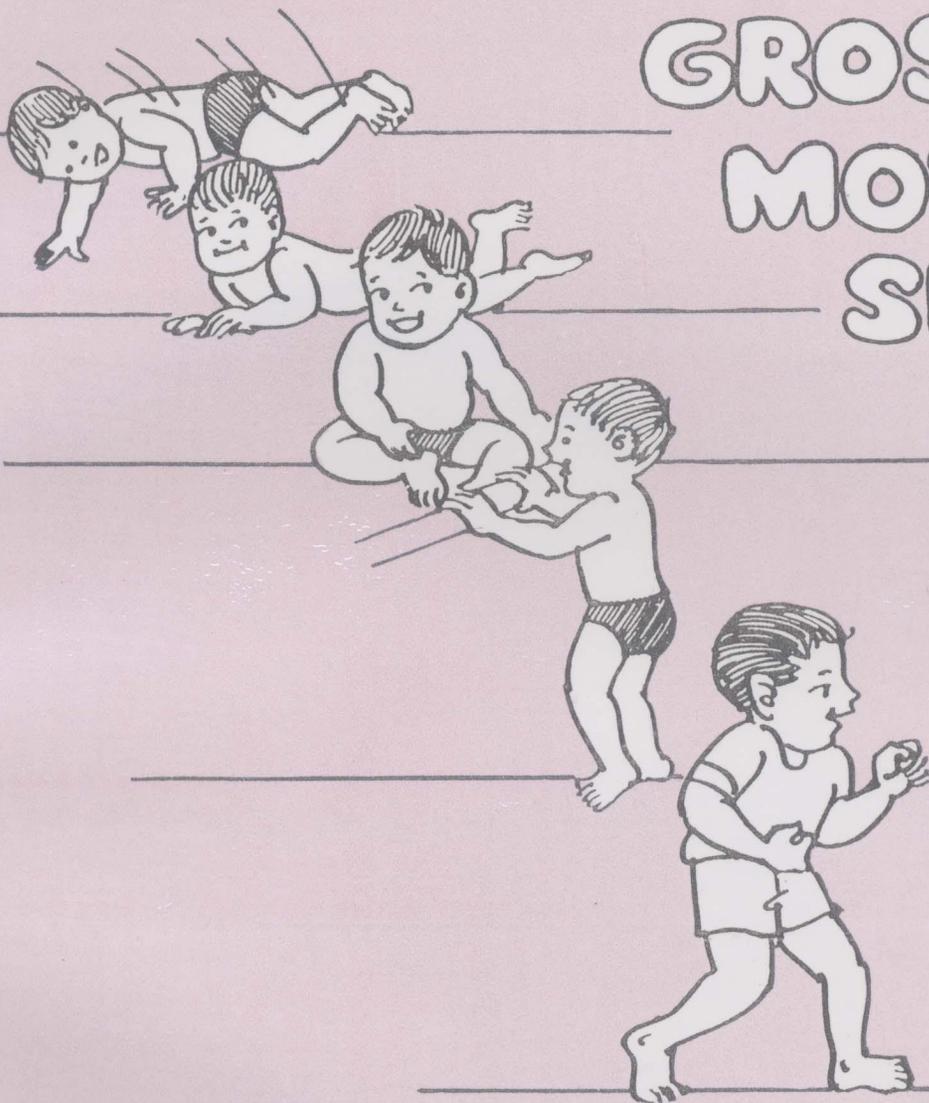


SKILL TRAINING IN THE MENTALLY RETARDED PERSONS

GROSS MOTOR SKILLS



PACKAGE FOR TRAINERS

TOWARDS INDEPENDENCE SERIES - 1



National Institute
for the
Mentally Handicapped

Towards Independence Series - 1

SKILL TRAINING IN THE MENTALLY RETARDED PERSONS

A PACKAGE FOR TRAINERS

GROSS MOTOR SKILLS

(Funded by UNICEF)

National Institute for the Mentally Handicapped

(Ministry of Welfare, Govt. of India)

**Manoyikas Nagar, Bowenpally,
Secunderabad 500 011**

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Contributors :

Jayanthi Narayan

M.S. (Sp. Ed.) Ph. D., D.S.Ed.

Project Coordinator

A.T. Thressia Kutty

M.A., B.Ed., D.S.Ed.

Research Officer

Other titles in the series :

- * Fine Motor Skills
- * Eating Skills
- * Toilet Training
- * Tooth Brushing
- * Bathing
- * Dressing
- * Grooming
- * Social Skills

Artist : K. Nageswar Rao

Printed at : **Sree Ramana Process**, Secunderabad. Hello : 7811750

ABOUT THE BOOKLET

This book is one among the series of books developed for the benefit of the parents and trainers of the mentally retarded and developmentally delayed children. The activities in which these children are to be trained for independent living are very many. Among them, feeding, toileting, brushing, grooming, bathing, dressing, gross and fine motor activities and socialization are some of the basic and important skills. This series of books provide in a step by step manner, procedures for finding out the delay or deficit in the child and the steps in training them. Simple language is used with appropriate illustrations so that parents and other trainers can easily follow the steps. It should be remembered that the activities listed are some of the basic ones. Common sense and imagination of the trainers will be of great assistance in enhancing the skill in the child. We hope that the trainers find these booklets useful to them.

ACKNOWLEDGEMENTS

The project team expresses sincere thanks to UNICEF for funding this project. The advice and guidance provided by the following project advisory committee members periodically during the course of the project is gratefully acknowledged.

Project Advisory Committee

Dr. V. Kumaraiah
Associate Professor (Cl. Psy)
NIMHANS, Bangalore

Ms. V. Vimala,
Vice Principal
Balavihar Training School
Madras

Prof. K.C. Panda,
Principal
Regional College of Education
Bhubaneswar

Dr. N.K. Jangira
Professor (Special Education)
NCERT, New Delhi

Ms. Girija Devi
Asst. Communication Devt. Officer
UNICEF, Hyderabad

Institute members

Dr. D.K. Menon
Director

Dr. T. Madhavan
Asst. Prof. of Psychiatry

Mr. T.A. Subba Rao
Lect. in Speech Pathology
& Audiology

Mrs. Reeta Peshawaria
Lect. in Cl. Psychology

The guidance and suggestions of Dr. D.K. Menon, Director, NIMH are especially acknowledged with special reference. The efficient secretarial assistance in typing out the drafts throughout the project by Sri A. Venkateswara Rao requires a special mention and grateful acknowledgement. The administrative support by Sri T. Pitchaiah, Sri V. Ram Mohan Rao and Mr. K.S.R.C. Murthy are sincerely appreciated. Last, but not the least, we are grateful to the parents of the mentally retarded children who cooperated with us for the field trial of the skill training packages and for having given suggestions for modification which are suitably incorporated.

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INTRODUCTION

Coordination of fingers, hands and arms plays a vital role in activities towards independence. Development of small muscles facilitates proper coordination to perform daily activities of life.

Activities such as eating and dressing, manipulation of toys and other playthings and the use of utensils and tools, are largely dependent upon coordination of hands.

Almost all toys and games require the use of hands and arms. These play activities help not only to utilize leisure time properly but also to develop fine motor skills for many day-to-day activities.

Proper coordination of limbs are essential for prevocational training and job placement. In case of children with mental handicap, fine motor development may be delayed or abnormal. If the delay is noticed earlier, professional guidance would help in improving the child in different types of fine motor activities. This package explains activities for children to enhance their fine motor coordination. It helps one to be independent in daily living activities.

Personal,
social and
vocational areas.

Attaining coordination of large muscles, otherwise known as gross motor development is needed to perform the above mentioned activities.

This booklet tells about the training in gross motor skills in which the large muscle coordination is involved.

Important :

Some of the mentally retarded children with cerebral palsy will have problem in coordination of the links in various degrees. Before training them on gross motor coordination it is absolutely essential to seek medical advice and carry out the specific exercise as prescribed by them.

CHECKLIST - GROSS MOTOR SKILLS

Use the following checklist to find out whether there is a delay in gross motor development.

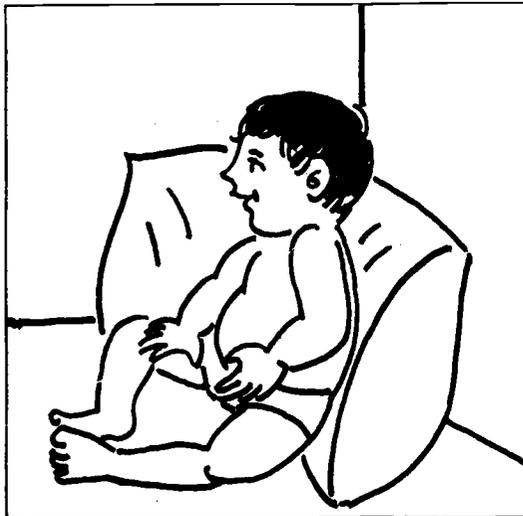
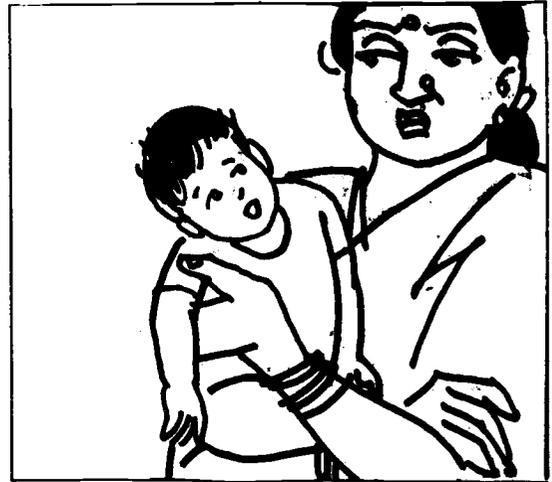
Age level	S. No.	Gross Motor Skills	Yes	No	Month/Year of achievement/ remarks
0-1Year	1.	Can hold head erect			
	2.	Can turn over			
	3.	Can sit with support			
	4.	Can sit without support			
	5.	Can crawl			
	6.	Can stand with support			
	7.	Can stand without support			
	8.	Can lower self from standing to sitting position			
	9.	Can pull self from sitting to standing position			
	10.	Can walk a few steps with support			
1-2 Years	11.	Can walk independently			
	12.	Can sit self in a chair			
	13.	Can squat and return to standing position			
	14.	Can walk upstairs with aid			
	15.	Can bend at waist to pick up objects			

Contd....

Age level	S. No.	Gross Motor Skills	Yes	No	Month/Year of achievement remarks
2-3 Years	16.	Can jump in place with both feet			
	17.	Can walk upstairs alternating feet			
	18.	Can throw a large ball			
3-4 Years	19.	Can run ten feet			
	20.	Can kick a ball			
	21.	Can use a swing			
4-5 Years	22.	Can stand on one foot without aid for 4 to 8 seconds			
	23.	Can jump forward without falling			
5-6 Years	24.	Can hop			
	25.	Can climb step/ladders ten feet high			

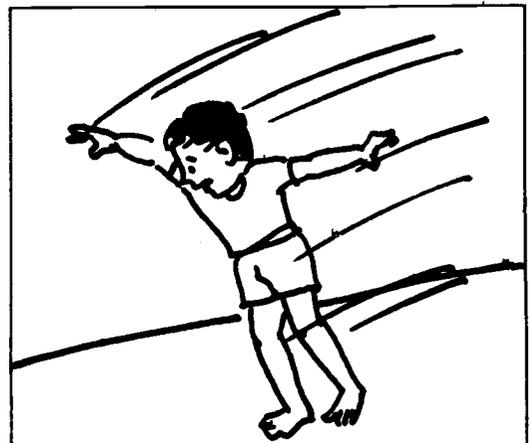
If a two year old child is not able to do most of the activities listed upto the age of 2 years, it shows that there is a delay in his gross motor development.

For example, if a one year old child is not able to hold his head erect, there is a delay in gross motor development.



A two year old child who sits only with support shows delay in his gross motor development.

A four year old boy who falls while walking due to lack of body balance needs training to walk independently.

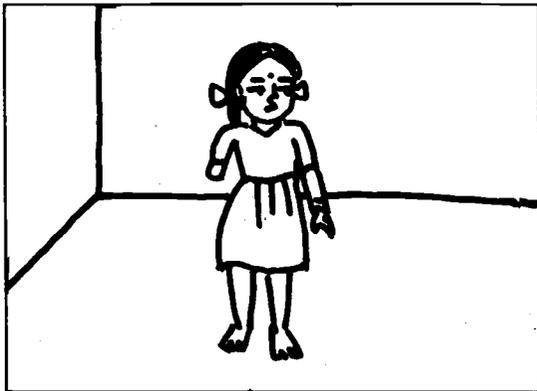
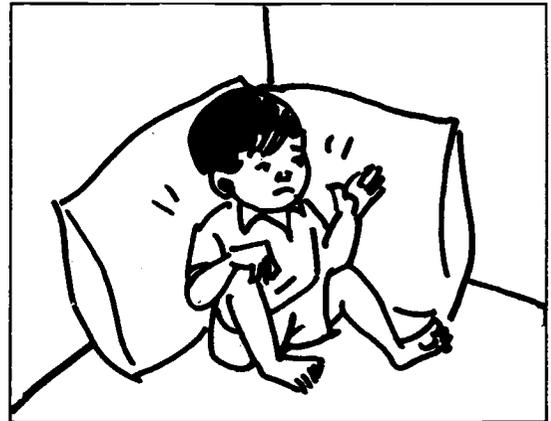


Use the checklist and find out the level of gross motor development of the child.

Reasons for problems in gross motor development

Mental Retardation :

Mental retardation affects gross motor development. Delay in the gross motor development of a mentally retarded child depends on the degree of retardation.



Physical Handicap :

A normal child may have physical disability by birth. Any disability in the lower and upper limbs affects the gross motor development of a child

Prematurity :

In case the child is born before completing nine months of pregnancy, the gross motor development may be delayed.



Lack of Nutrition :

Lack of proper food during pregnancy and after child birth affects the growth of a new born child. An infant needs nutritious food in proper quantities for normal growth and development.

Lack of Stimulation :

During infancy, if a child is left without proper care, and sensory stimulation, it affects the child's gross motor development.



WHEN TO TRAIN ?

Start the training as soon as the developmental delay is noticed.

Get the medical advice before starting the training.

HOW TO TRAIN ?

Find the current level of the child using the gross motor skill checklist. For example, if he is able to sit with support, start training to sit without support.

Do the activity by yourself while the child looks at you.

Motivate the child to perform the activity.

Initially help the child physically to perform the activity.

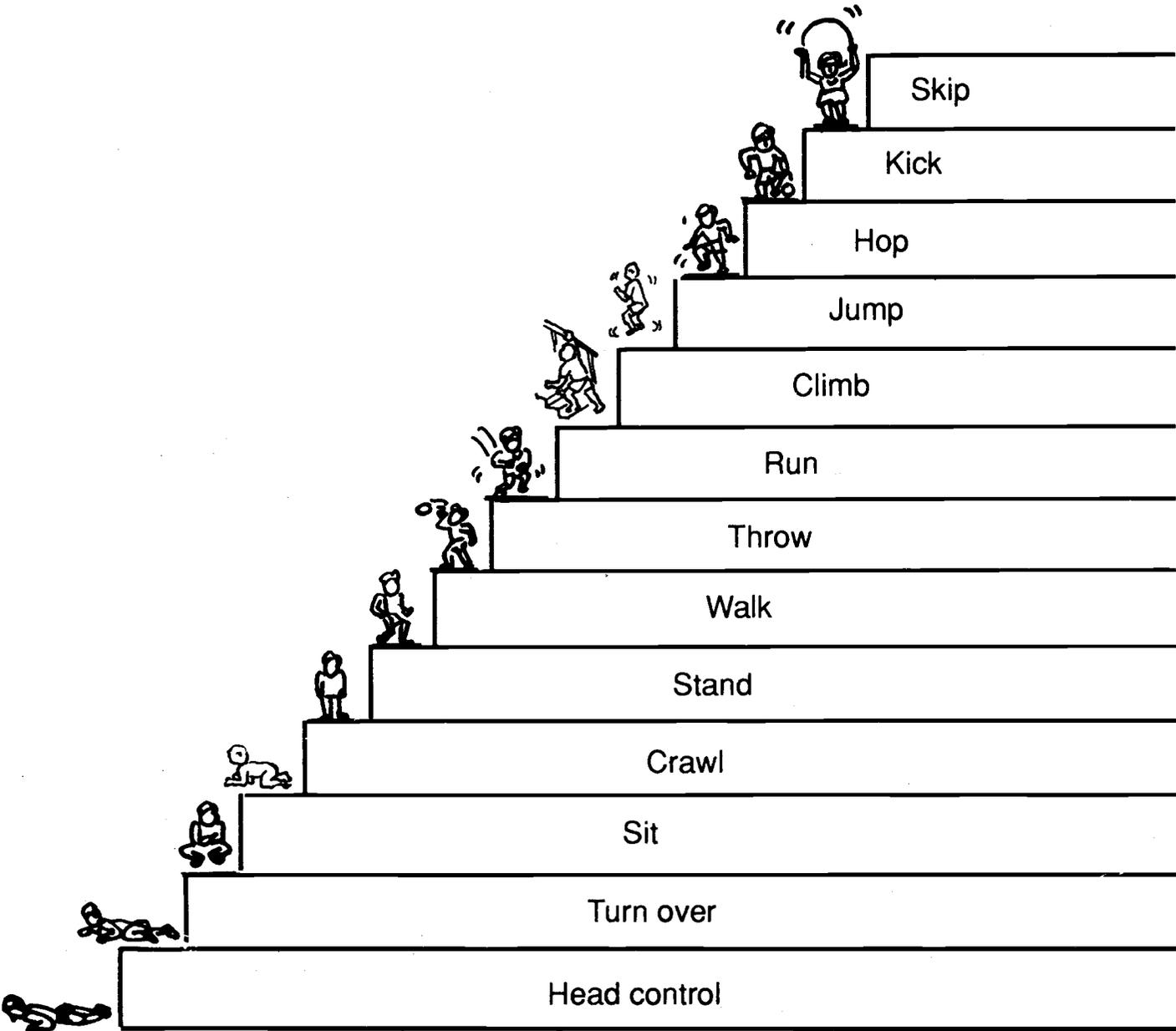
Gradually reduce the physical help and guide the child to do it by himself.

Appreciate his attempts at every step.

Give him chances to repeat the activities till he masters the skill.

Encourage him to use the skills he learnt in every day living - in school - at home - in the community.

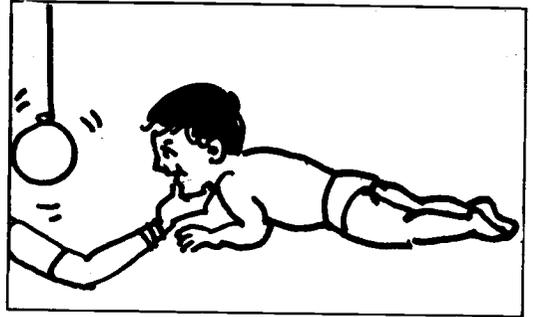
Step by step training



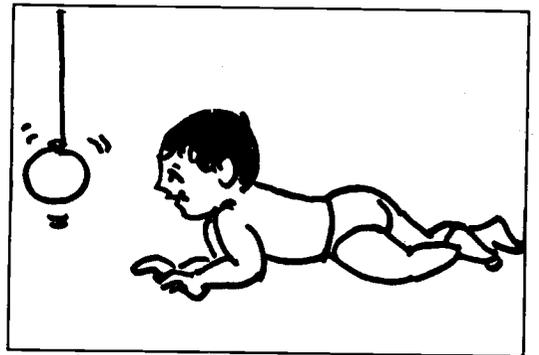
1. The child holds his head erect :

Procedure :

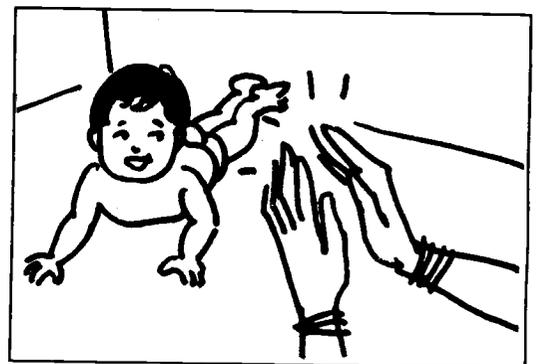
1. Place the child on his stomach. Lift his head towards a toy suspended or kept above his head at eye level. Keep his elbows at an angle of ninety degree to the ground so that he lifts up the head.



2. Motivate him to lift his head by himself to look at the toy.



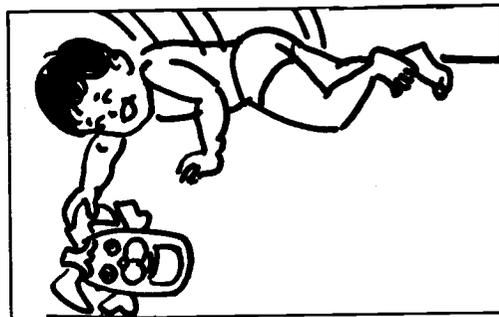
3. Clap your hands or call him from a distance and make him lift his head when he is lying on his stomach.



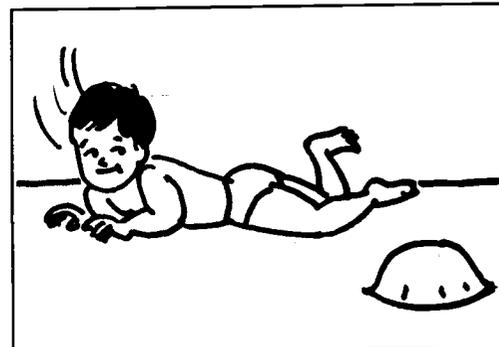
2. *The child turns over :*

Procedure :

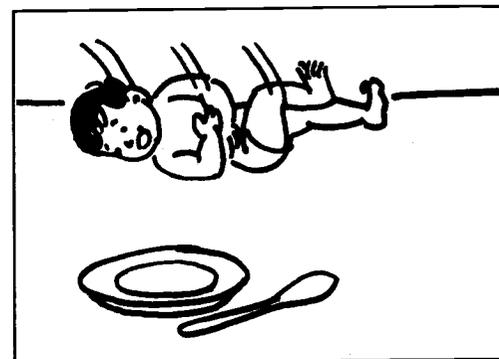
1. Place the child on his stomach. Guide him to roll from stomach to side. Motivate him with a toy.



2. Place him on his stomach and call him so that he turns back to see a toy. Use his favourite toys. Guide him to roll.



3. Rolls from back to side :
Place the child on his back. Keep an object within his reach. Encourage him to turn and grasp the object.



4. Turns from back to stomach :
Place the child on his back. Sit near him and roll him towards you. Keep a pillow on the side supporting his back.

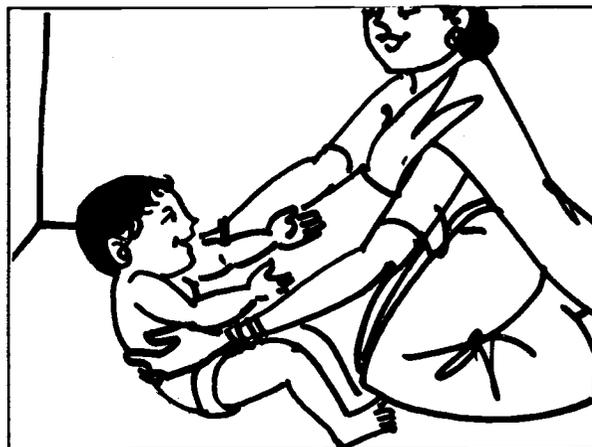


Note :Plates, cups, spoons and such objects of daily living can be used to attract the child's attention.

3. *The child sits with support*

Procedure :

1. By holding his waist / shoulders make him sit. As he gains balance to sit with support, give more chances to sit with support in a corner of the room with the support of 2 pillows against the wall, in your lap, and so on. Praise him for his efforts. Provide toys to play with when he is sitting.



2. Sit with your legs stretched. Make him lie on your lap with head beyond your knee. Pull him to sitting position by holding his hands. Later give him your index finger to hold and slowly pull him up.



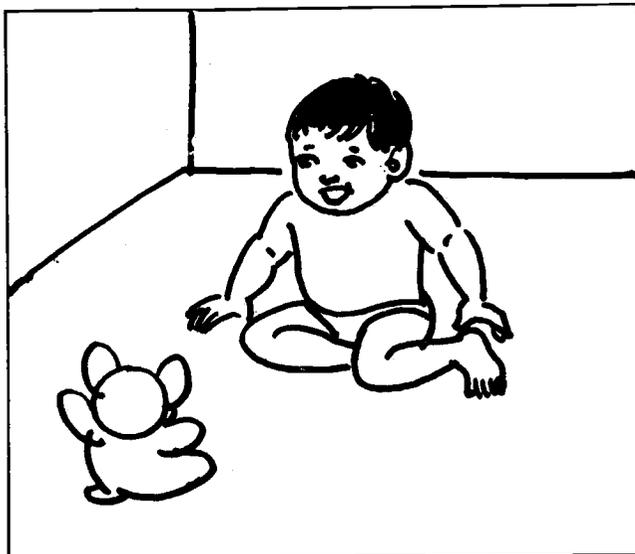
3. Make the child lie down on his back on the floor. Guide him to grasp your fingers and pull him to sitting position.



Note : Provide an arm chair with pillows for the back, and a board fixed on the arms of the chair for activities the child to sit and play. Provide belts in the chair if the child needs to be secured to the chair.

4. *The child sits without support*

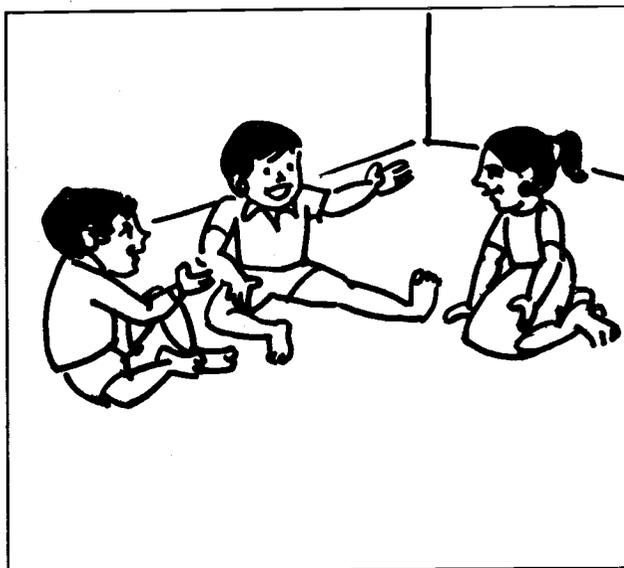
1. Make the child sit on the floor. Let him have his own hand support. Keep a toy in front of him and motivate to take his palms from the floor to get it. If necessary hold him gently for balance. Gradually withdraw your assistance until he is able to maintain balance in a sitting position.



2. Use the play time for the training to sit without support. Initially he would sit by supporting his palm on the floor. Gradually he would gain balance.



3. As he gains body balance to sit, encourage the child to sit with other children to play.

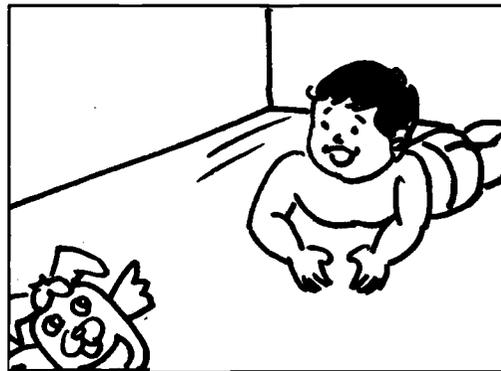


Note : Do not make the child sit for a long time in the initial stage. Gradually increase the time. Do not force the child if he is not sitting.

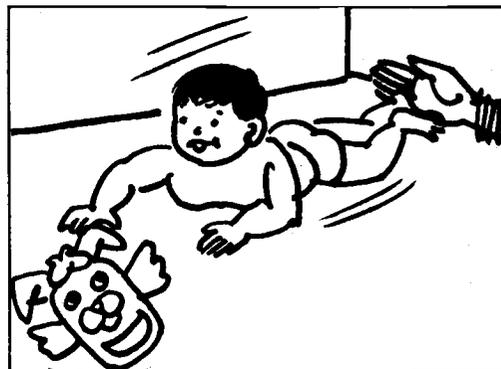
5. *The child crawls in a room to obtain an object*

Procedure :

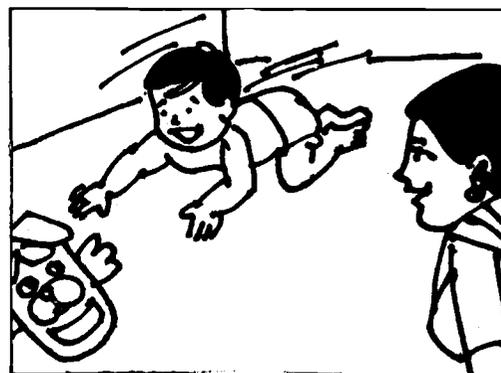
1. Place the child on his stomach and keep a favourite toy initially at a distance easily reachable by him just by extending hands. Gradually increase the distance by a few inches.



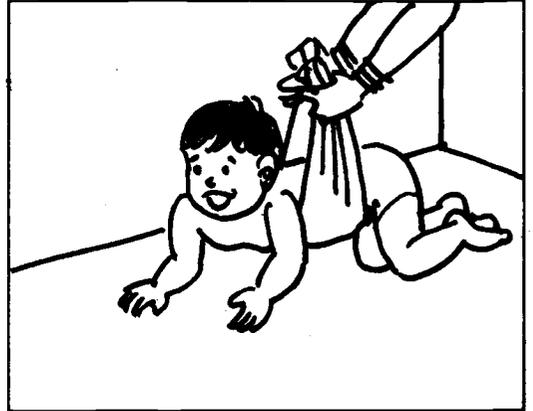
2. When he lifts his head to look at the toy, help him to move forward to play with the toy. When he reaches up to the toy, praise him. Place your hand flat at the sole of his feet and allow him to push your hand with feet and move forward. Keep your hands firmly so that he can propel forward while pushing your hands with his feet.



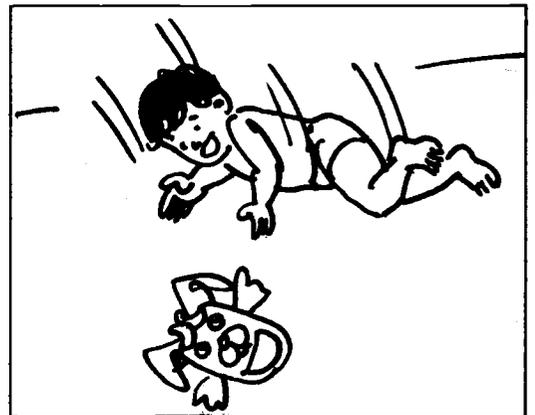
3. Train him to support his body weight on his arms. Let him keep his stomach off the floor.



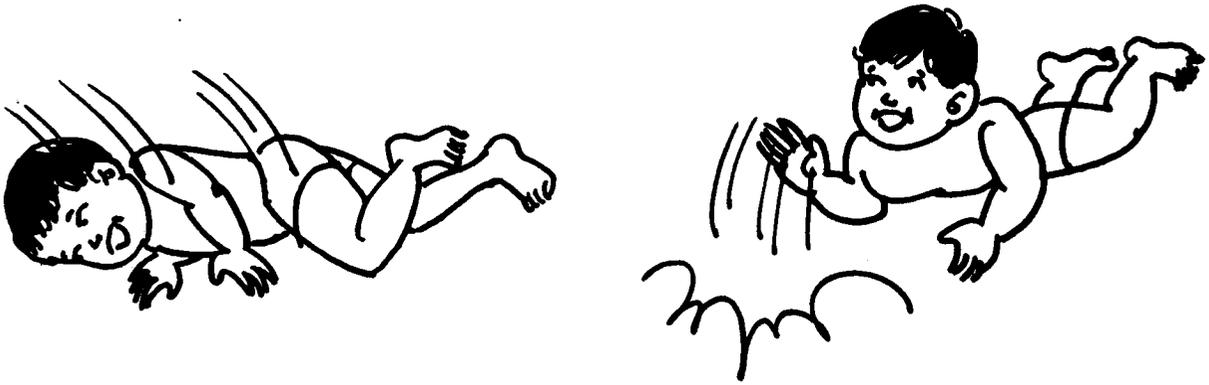
-
4. To lift trunk off the floor and to stay with the support of knees and palms, a towel can be used. The towel is run flatly under the child's chest and stomach and held together at the back; and the child is slowly pulled up. A toy in front will motivate him to move forward.



5. Place the child's favourite toy in the room. As explained above, help him to crawl towards the toy and play with it. Do not do these exercises immediately after food.



Use rhymes in your mother tongue that encourage the child's motor activities

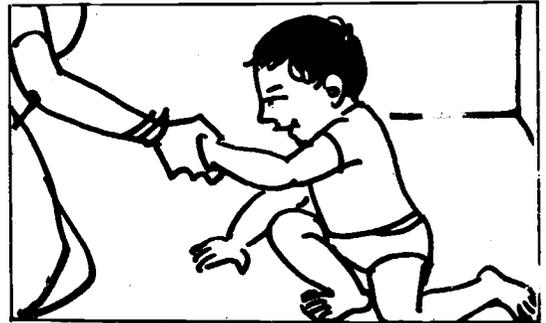


This is what the baby does - crawl, crawl, crawl
This is what the baby does - pat, pat, pat
This is what the baby does - crawl, crawl, crawl
This is what the baby does - clap, clap, clap

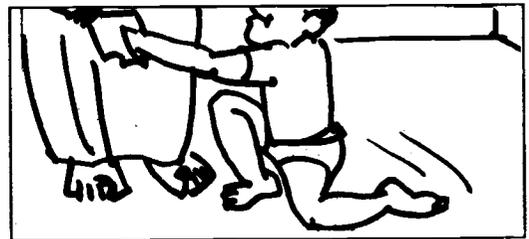
6. The child stands with support :

Procedure :

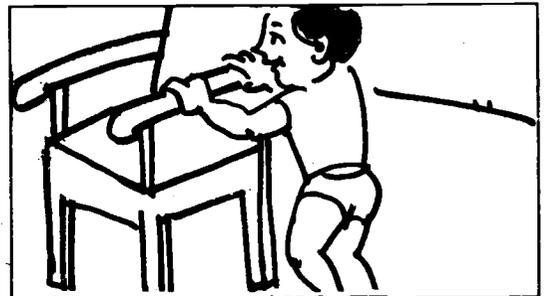
1. When the child is in a sitting position, stand in front and hold his hands. Gradually lift his hands so that he can come to a standing position.



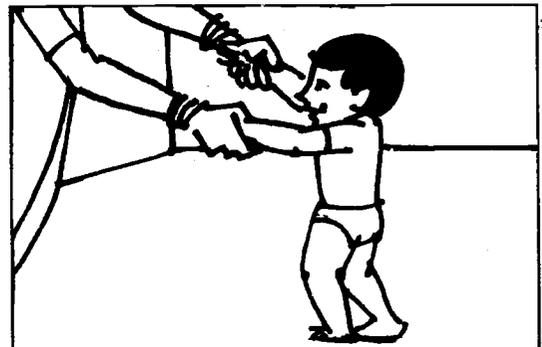
2. Make him hold on to you and take out your hands from his hands.



3. Bring him towards a chair/wall and make him stand holding on the chair/wall. Keep a toy or biscuit or any item of interest on the chair, which he can see, so that he attempts to stand, to pick it up.



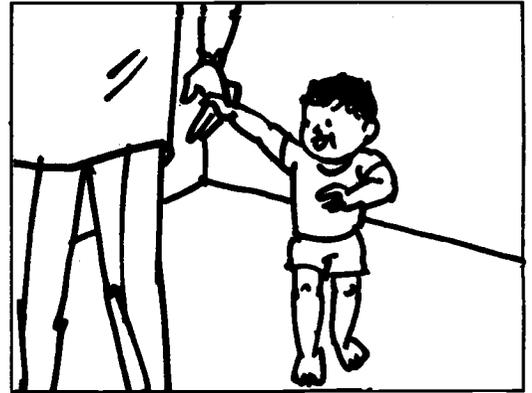
4. When the child can support most of his body, withdraw support, stand in front of him and hold the two arms to provide balance and minimal support.



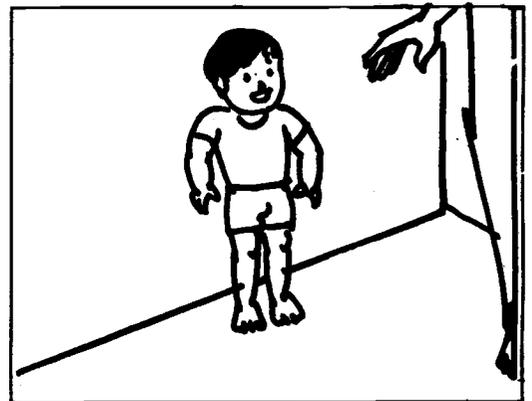
7. *The child stands without support*

Procedure :

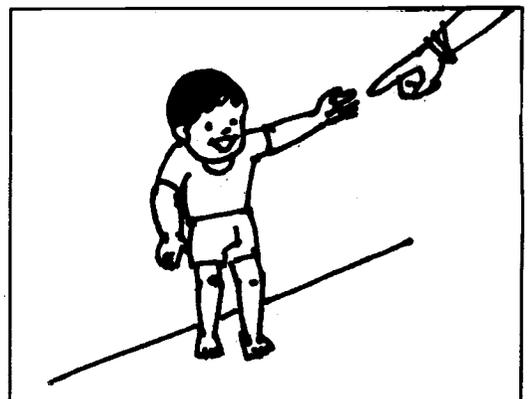
1. Make the child stand holding on to your hand. Move him towards the wall and make him stand against the wall.



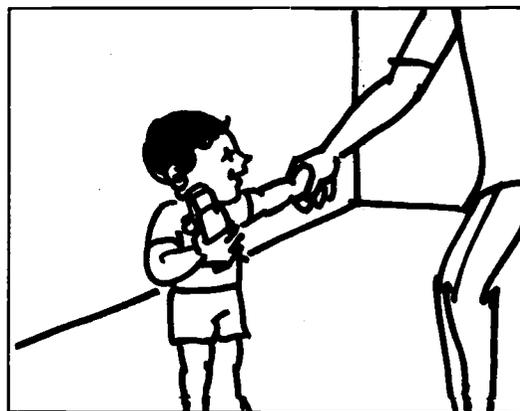
2. When he stands against the wall slowly withdraw your support and let him stand by himself. Be near him, to hold him in case he falls.



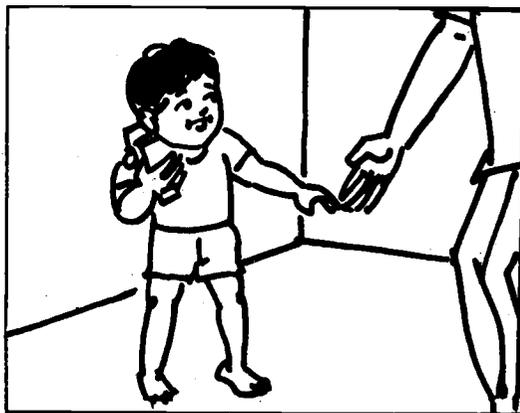
3. When he is able to stand with minimal support against the wall make him stand for a few seconds about two inches in front of wall. If he tends to fall, give your index finger to hold.



-
4. In case the child calls you when he plays with his toy, go to him. Give your hands and slowly pull him to standing position. Give him a toy and hold his shoulder. Reduce the help and make him stand with minimal support.



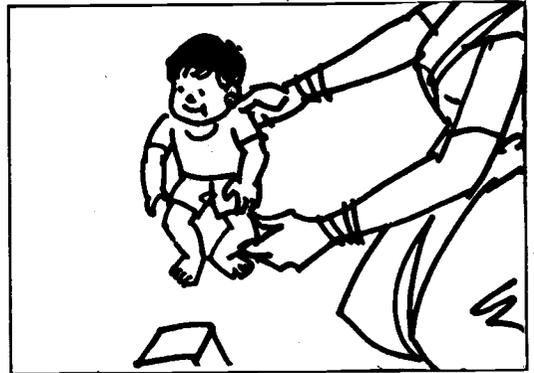
5. Repeat the activities till he gets the balance to stand without support.



8. *The child lowers self from standing to sitting position*

procedure :

1. Keep an object of his interest in front of him on the floor. Help him to bend knees to a squat position and to sit. Physical guidance till he gains balance will be helpful.



2. Simulate situations for the child to lower himself from standing to sitting position. For example, when he drops things let him pick it up from the floor by himself.

Guide him to lower himself to take the objects.

Note : Usually children tend to sit from standing position slowly when they stand holding a stool, chair, cot or sofa. If he is afraid be near him and hold him lightly so that he can confidently attempt to sit.

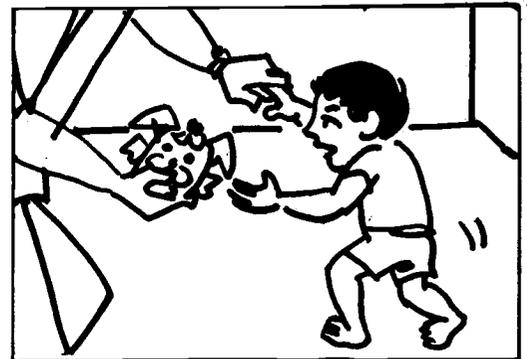
9. *The child pulls self from sitting to standing position*

Procedure :

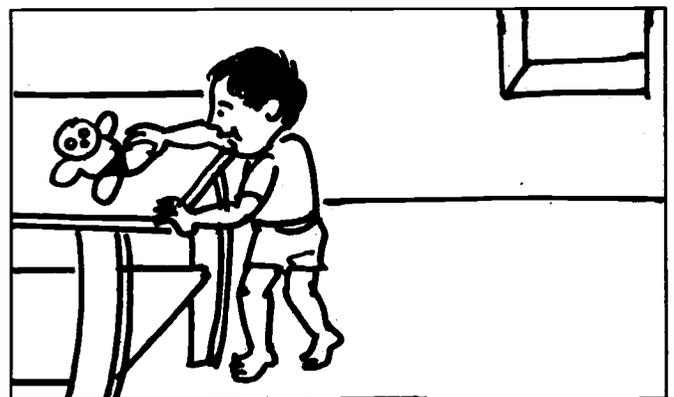
Children will tend to hold on to people or furniture or wall or door to stand. provide opportunities.

1. When the child sits and plays show him an object of his interest so that he has to move to standing position.

Hold his finger and help him to pull himself to standing position and give the toy.



2. Simulate situations for the child to create an urge to move from sitting to standing position. For example keep toys/objects of his interest at a height so that he has to stand and reach for it.



Appreciate the child verbally as well as with occasional hugs for each of his attempts.

Sense of achievement motivates the child in step by step learning.

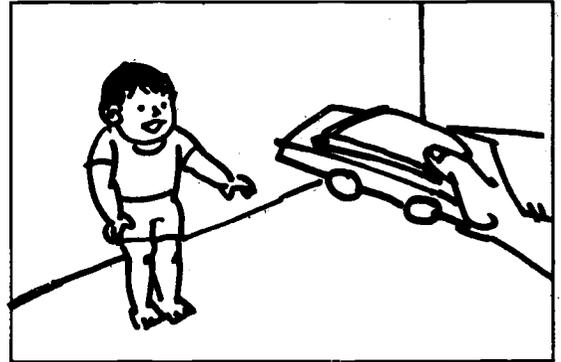
Repeated failures will prevent the child from attempting the activity.

Improve the child's self-confidence by giving repeated experiences of achievement.

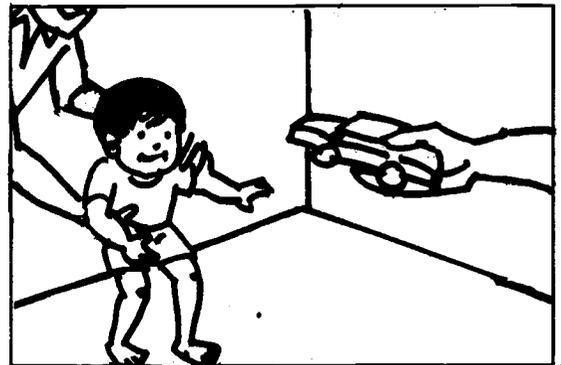
10. The child takes a few steps without support

Procedure :

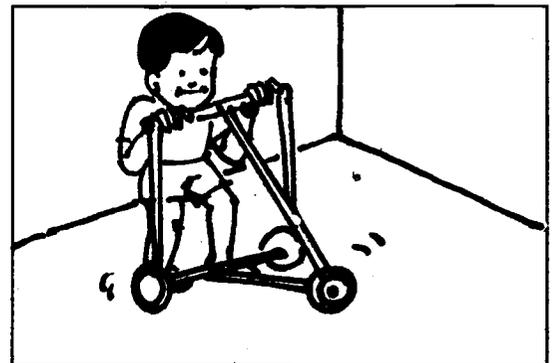
1. Let the child stand against the wall. Stand a few steps away from him with one of his favourite objects



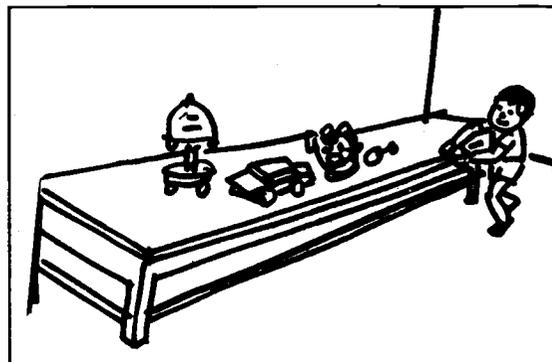
2. Get another person's help to hold his shoulder/hip and to alternate his legs to take a few steps towards you to get the object.



3. If possible help him to walk with a walker. Simple wooden three wheel walkers are quite common and available even in rural areas.

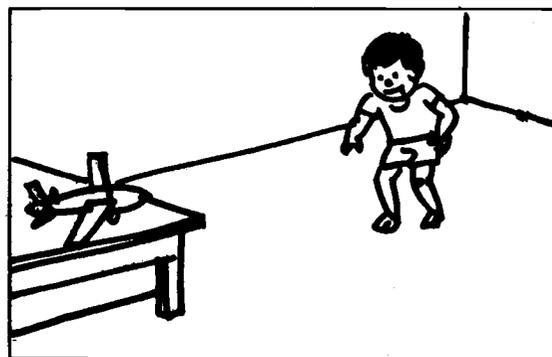


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4. Have a long bench which the child can hold and stand. Keep an object of his interest a foot away from him on the bench. Guide him to move towards the object and take it holding the bench.



5. As he achieves success, move the object farther away until the child is able to walk from one end of the bench to the other.

6. Make him stand a few steps away from a desired object and encourage him to take few steps towards it.



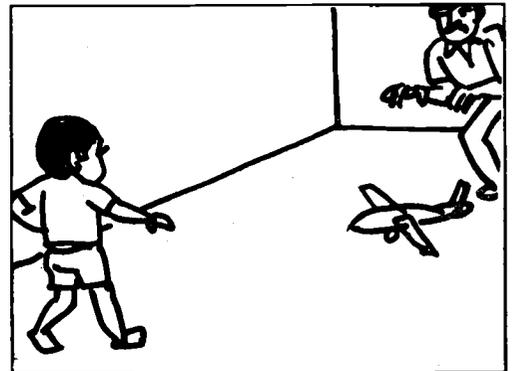
7. Praise him at every step. During the initial stage, make him understand that you are nearby to give him hand if needed.

11. The child walks independently

Procedure :

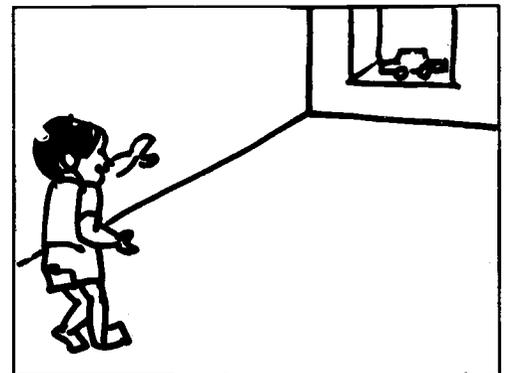
1. Once the child is able to take a few steps by himself, give him chances to take more steps. Stand a few feet away in front of him, bend down with you hand stretched and say 'come', 'come' in the mother tongue.

2. When he attempts to take steps forward hold him with both hands and laugh with him. Increase the distance and motivate him to walk.



3. Tell the child to take objects to the family members sitting in another room.

4. When the child asks for an object, create opportunities for the child to walk to a place and get it.



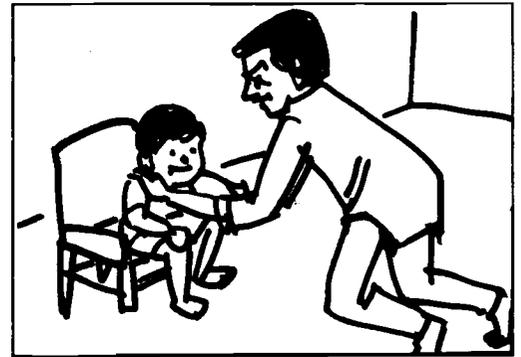
5. Motivate him to walk with you to go to a place where he likes to go.

Two little hands go clap, clap, clap
Two little feet to walk, walk, walk

12. The child sits in a chair/bench

Procedure :

1. As the child gains balance to walk independently, train him to sit in a chair/bench.



2. Make him stand in front of a low chair/bench. Hold his shoulders and guide to lower self on it. reduce the help as he learns to sit by himself.



3. During meal time if the family members use chairs, make him sit by himself for dining. Use the seat suited to his age and physical maturity for training.
4. During recreation/visiting others give the child chances to sit by himself on a chair.

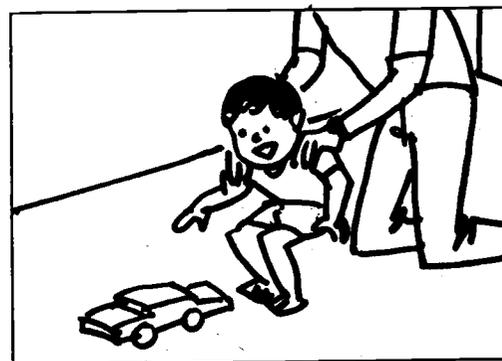
13. The child squats and returns to standing position by himself

Procedure :

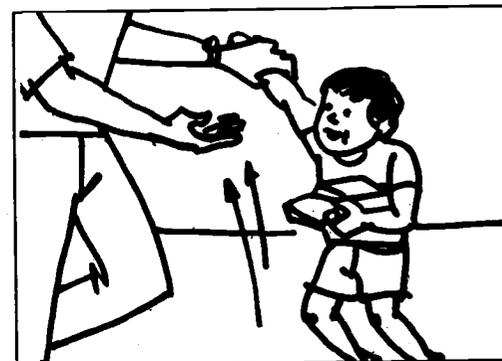
1. Hold his hands and play sit, stand, sit, stand with him. Do this along with him. Other children can also play the same game which will hold his interest. Slowly, take away your hands and let him sit and stand by himself.



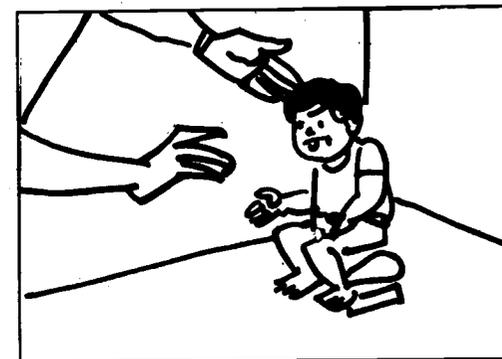
2. If needed hold his hands and guide him to bend his knees to squat. Tell him to pick up the object on the floor.



3. Guide him to return to standing position holding your hands. Gradually reduce the physical aid. Make him practice squatting and return to standing independently.



4. Ability to squat and return to standing position is important especially for independent toileting.



Play the Game 'Sita sit, Sita Stand'

Tell 3 to 5 children to stand in a circle. Ask the children to squat/stand when you /leader says "sit/stand". anyone who does it wrong will be out.

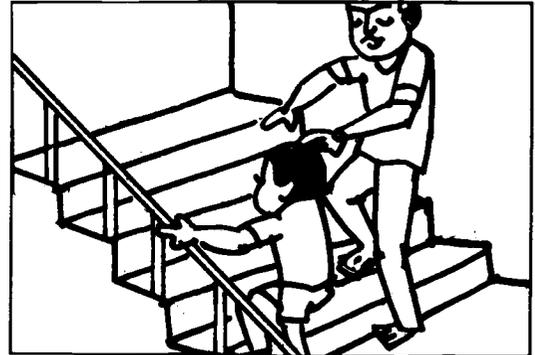
Initially, let the child watch when the children squat and stand. As the next step, include the child in the group, hold his hand and help him to squat and stand.

This game will help the child to learn how to squat and return to standing.

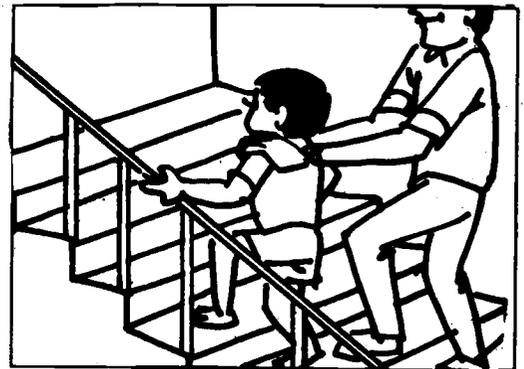
14. The child walks upstairs with aid

Procedure :

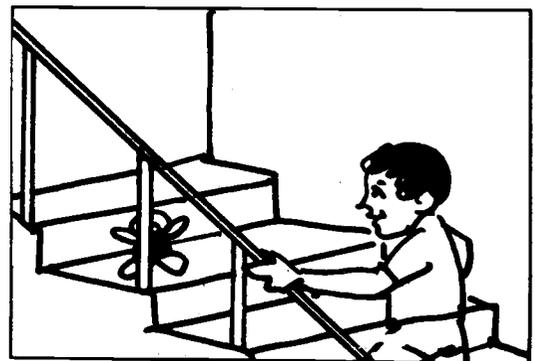
1. Stand near the first step from the floor with the child. Guide him to lift his right leg and place on the first step holding the rail/your hand.



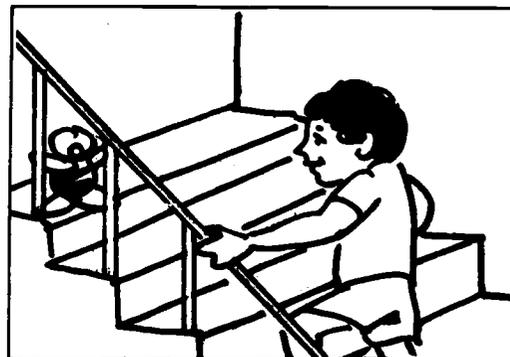
2. Help him to lift the left leg and place on the first step holding the rail/your hand



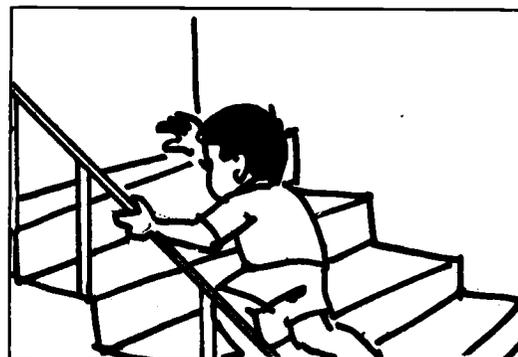
3. Keep his favourite object on the second /third step and motivate him to climb the steps to take the toy.



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4. Initially let him climb the steps with both feet one after the other in each step.



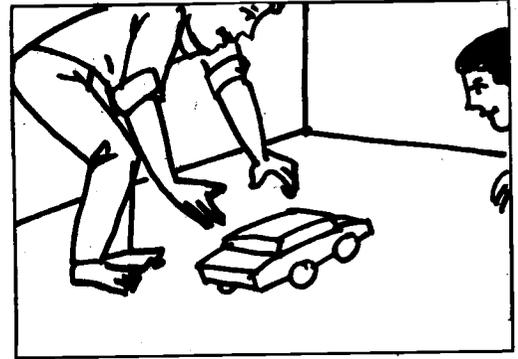
5. If the child has fear in climbing, allow him to have his hands on the steps above and climb, initially.



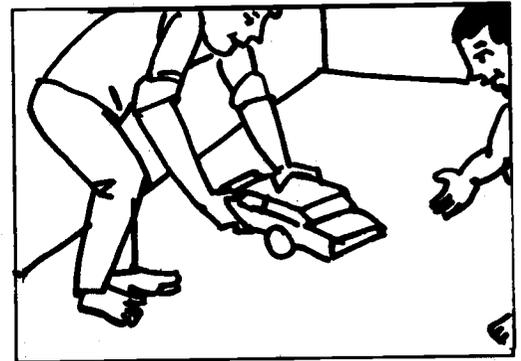
15. *The child bends at waist*

Procedure :

1. As the child gains confidence to stand and take few steps independently, train him to bend at waist to pick up objects.



2. Keep an object of his choice in front of him and motivate him to bend to take it.



3. Let him watch when you bend at waist and pick up the object.

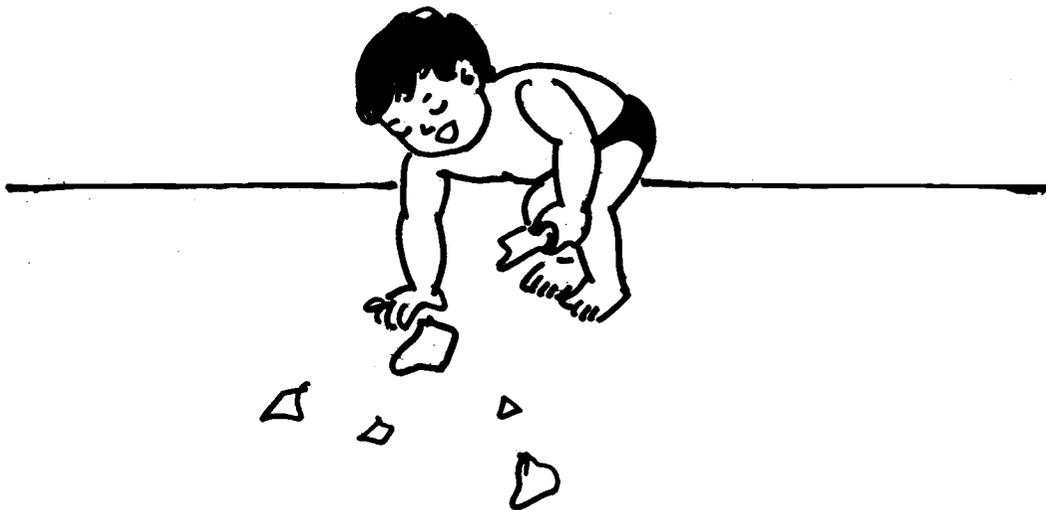


4. Hold his shoulder and waist and guide him to bend towards the object. Initially the objects can be kept at 2 to 3 feet height.

5. Gradually reduce the help and encourage him to bend at waist to pick up objects from the floor. Simulate situations to train him to bend and pick up objects.

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6. Nursery rhymes and exercises with other children involving bending will enhance this activity.

Let the child join with other children in singing nursery rhymes such as



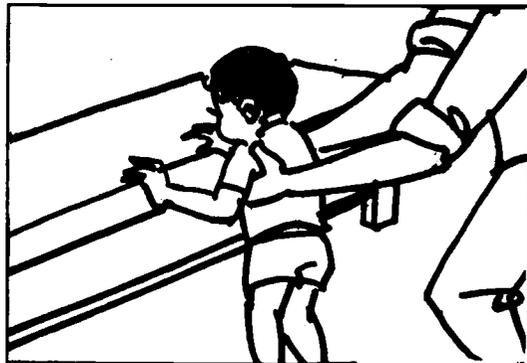
Bits of paper, bits of paper
lying on the ground
makes the place untidy
pick them up, pick them up

16. The child jumps in place with both feet

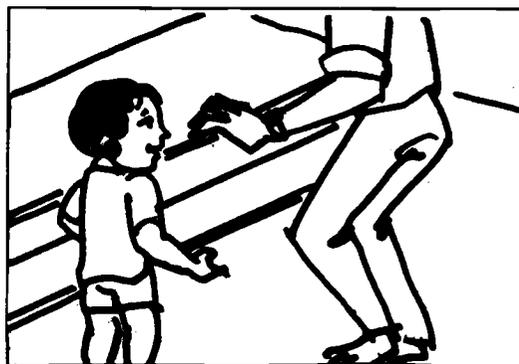
Procedure :

1. As he gains body balance to stand and walk independently, train him jump.

2. Have the child stand facing the wall/ table/tree. Tell him to hold on to the support in front of him. Hold him under the shoulder. Help him to lift his body and jump.



3. Let the child watch when you jump in place with both feet.



4. Arrange a game for the children and motivate him to join with them to jump.

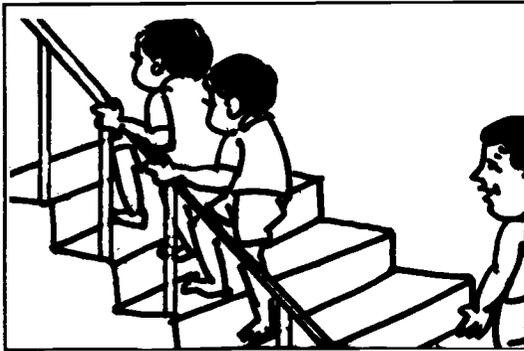
5. Repeat the activities till he jumps independently.

Action Rhymes such as the following will help

Ring - a - ring O Roses
A pocket full of roses
ahasha, Bhasha. . (jump)
All fall down.

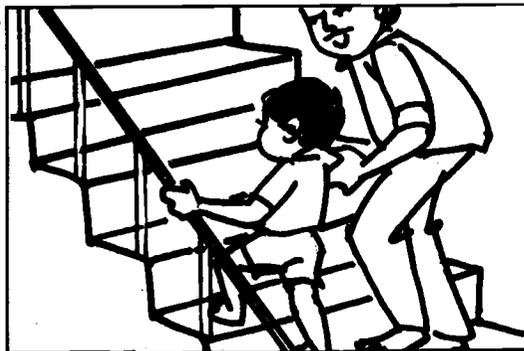
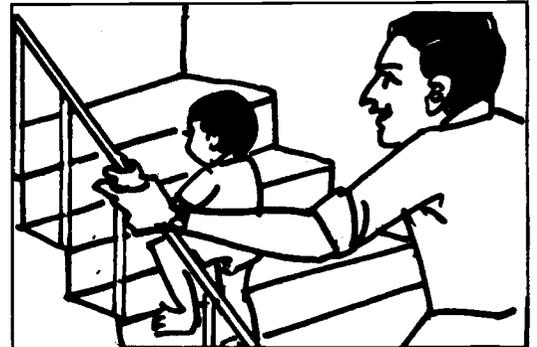
17. The child walks upstairs alternating feet

To train this make sure that he climbs with both feet at each step one after the other first.
Procedure :



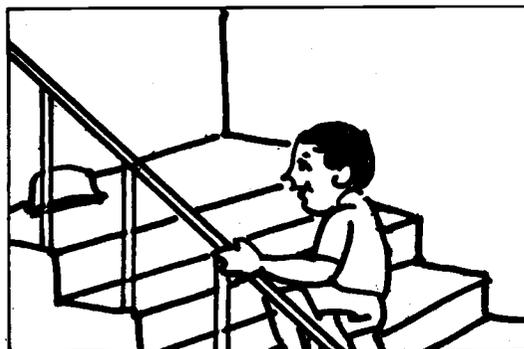
1. Take the child to the step and show him how other children are climbing the steps, alternating their feet.

2. Initially let him use the rails/your hand to hold while climbing up. After making him stand near the step, help him to lift his right leg and place it firmly on the first step.



3. Guide him to lift his left leg and place firmly on the second step. Praise him for his effort. Model the climbing for him if needed.

4. Gradually reduce the help when he starts climbing by himself. Stand on the third step bending towards the child to give him confidence.

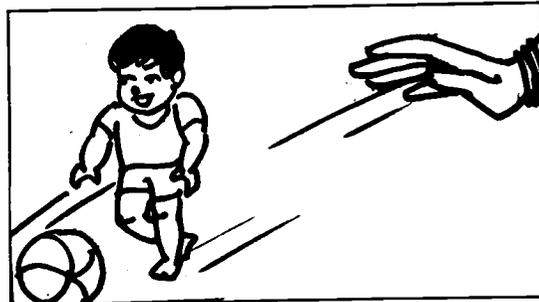


5. During initial stage of training, use steps with low height. For training purpose use various types of steps in the house/school/play ground. Steps from verandha to the courtyard, steps to the first floor, steps of a slide etc.

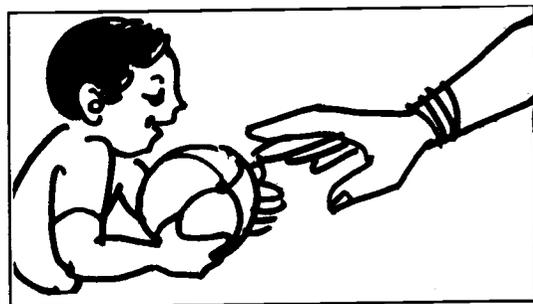
18. The child throws a large ball with both hands

Procedure :

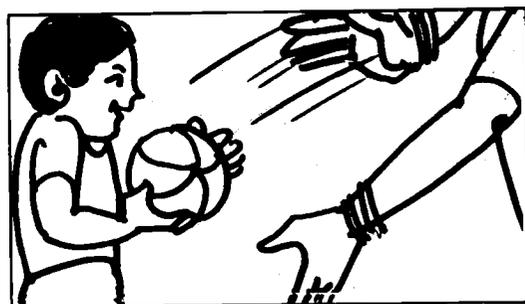
1. Let the child watch when you/other children throw a ball.



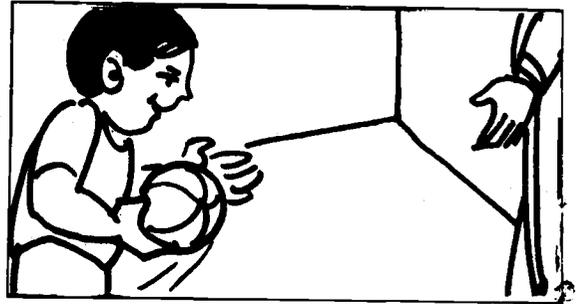
2. Give a ball to the child and help him to hold it with both hands.



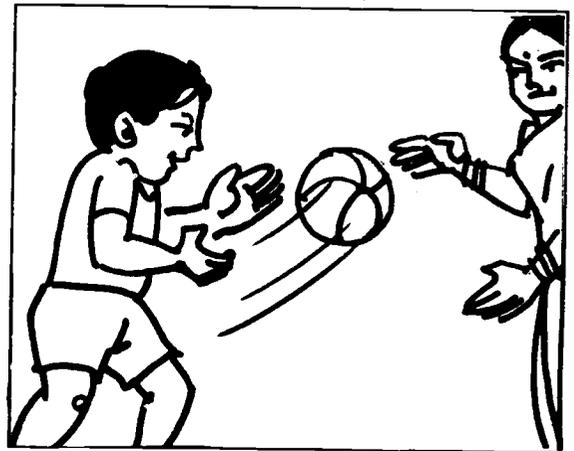
3. When the child keeps the ball in both hands stand behind him and hold his hands. Guide his hands to make movements to throw the ball.



-
4. Gradually reduce the physical help so that he could attempt to throw by himself.



5. Stand in front of him and tell him to throw the ball towards you. Select the proper ball which the child can hold easily and throw.



7. Provide opportunity to play with other children.

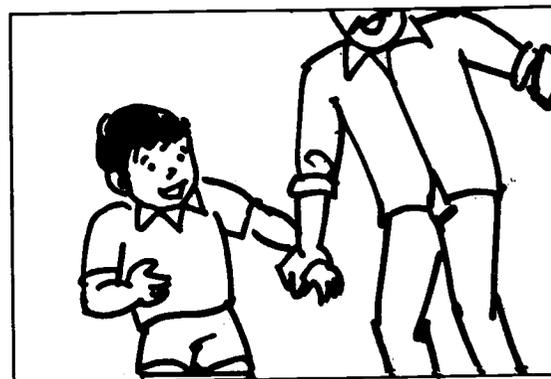


19. The child runs ten feet

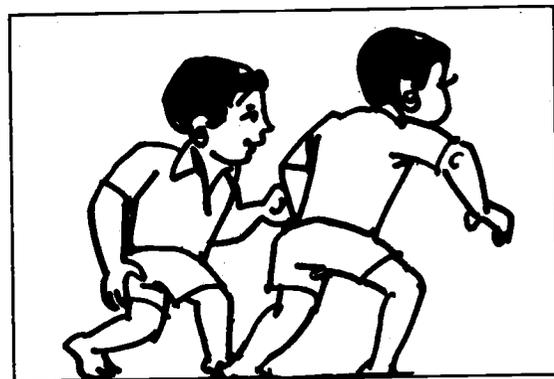
Procedure :

1. As the child starts walking independently, train him to run which would help him to take part in sports and games.
2. Arrange a game "catch me" for the children. Initially let the child watch when the children play running.

3. Hold the child's hand and slowly run with him. Gradually increase the speed and reduce help.



4. Arrange games involving running and include the child to gain experience in running.



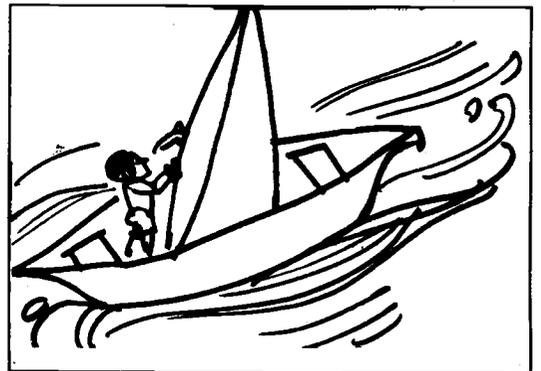
5. Initially, use carpets/lawn so that he would not hurt himself in case he falls.

Action Rhymes :

Run in the river (run in place)
Jump over the ditch (jump)
Avoid the drain (step aside)
In a miniature river.



Sail your boat (stoop and sail)
Or anything you know will Float
The rain is over
The water will flow.

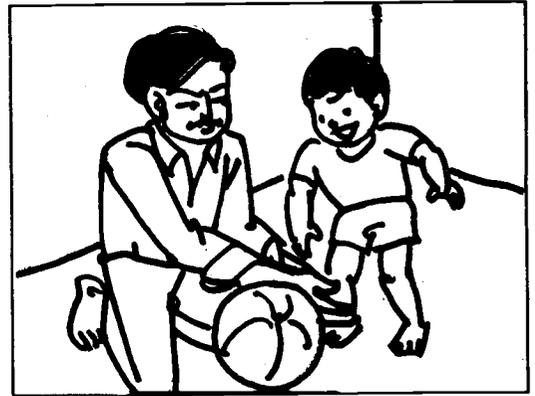


20. The child kicks a large ball

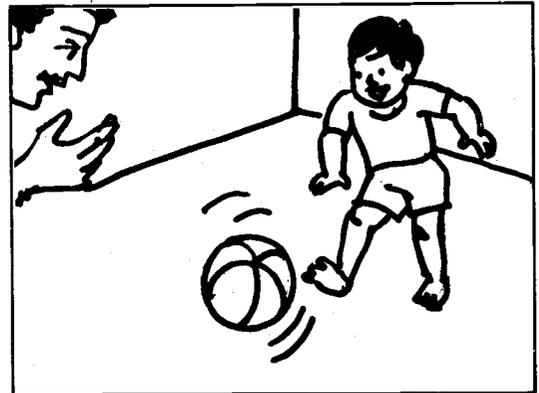
Procedure :

1. Take the child to the play ground and show him how children are kicking the ball.
2. Let him watch while you kick the ball. Demonstrate kicking motion several times. Then motivate the child to imitate you.

3. Keep a ball in front of the child. Physically help him to move his leg towards the ball. Help him to maintain balance on one leg while kicking.



4. Stand 3 feet away from him and roll a ball towards him. Encourage him to kick it back to you. Praise him when he does.



5. Give him chances to play with other children by kicking the ball.

21. The child uses a moving swing

Make sure that the swings are secured well with proper balance

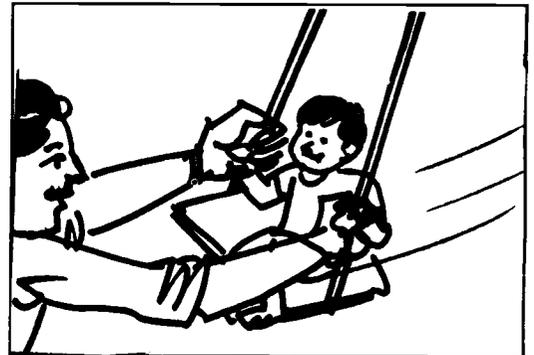
1. Take the child to the playground and show him the swing. If there is no swing, make a swing using rope, cloth/wood piece. while training swing should not be very high. Have it about 1-1½' from the ground.

2. Let the child watch when you use the swing

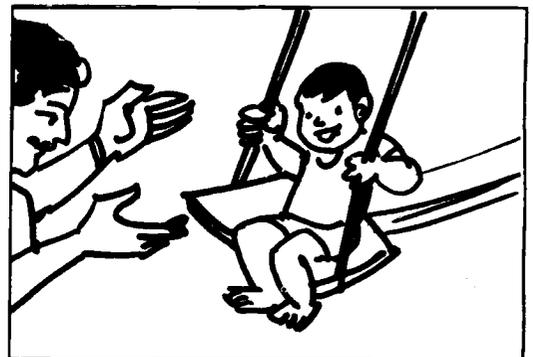


3. Help him to sit on the swing and to hold the chain / rope with both hands.

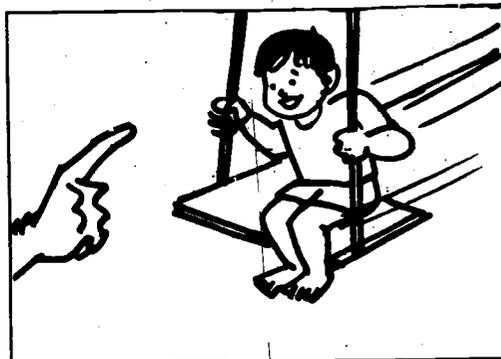
4. Keep your hands with his hands on the rope and push the swing forward and backward.



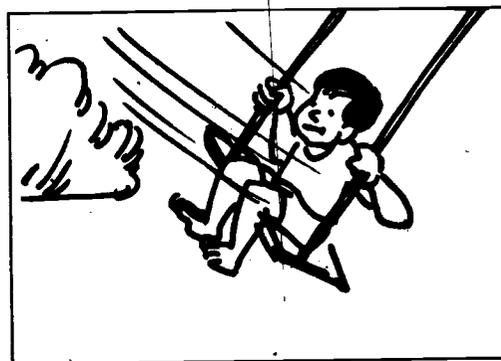
5. Push the swing forward and remove your hands. When it comes back to you, again push.



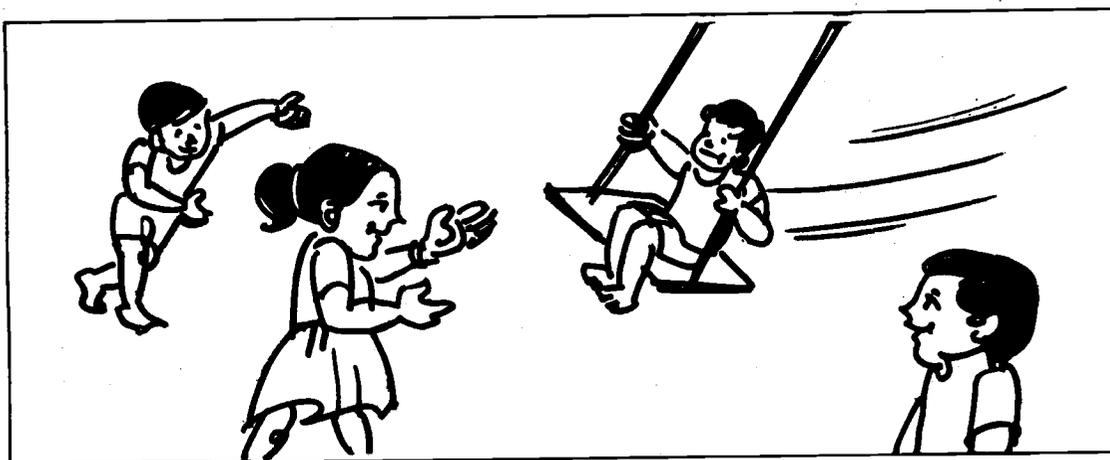
6. Reduce pushing each time when the swing comes back to you. Tell him to move his legs back and forth with each swing.



7. Be sure that the swing is low enough for his feet to touch the ground. As he becomes more independent, continue by encouraging him to swing on his own.



8. During leisure time, tell other children to take him to the play ground and swing so that he could enjoy his leisure time. Tell him he should wait for his turn while other children are playing. Demonstrate how to wait and take turns.

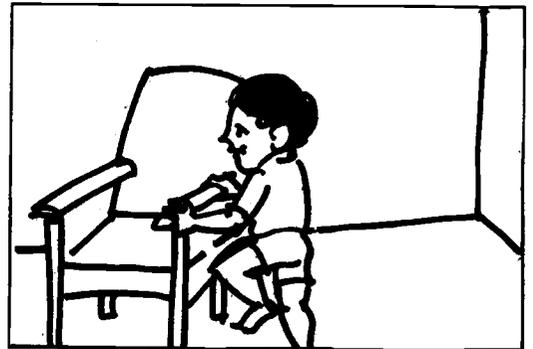


22. The child stands on one foot without aid for 4 to 8 seconds

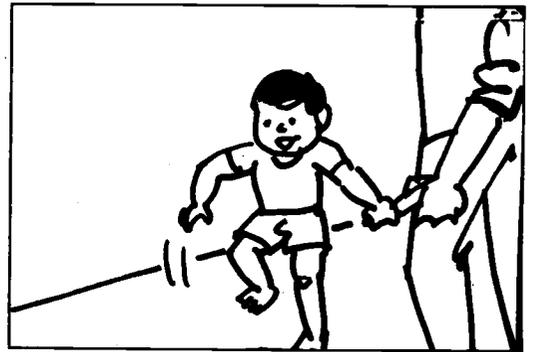
Procedure :

1. Balancing on one foot is necessary for certain activities of daily living. Eg. climbing up the stairs:

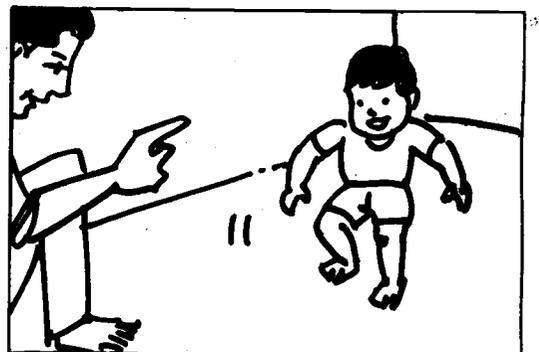
2. Take the child towards the wall. Otherwise let him stand near a chair. Tell him to hold on to the chair/wall and lift one leg.



3. As he gains balance to stand on one leg with assistance, reduce the aid. Remove the chair and give him your finger to hold on.



4. Encourage to stand without aid. Count upto 5, and ask him to maintain balance on one leg while you count.



5. Gradually increase the time. Practice it when he kicks the ball, climbs a ladder, and so on.

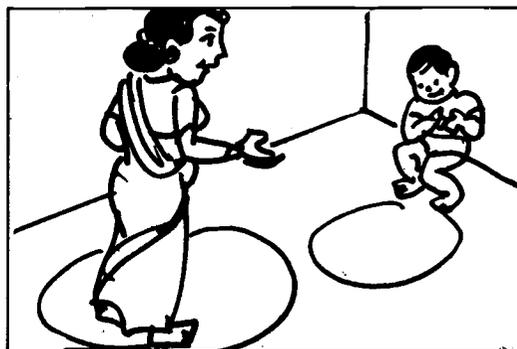
23. The child jumps forward ten times without falling.

Procedure :

1. Let the child watch when you jump forward.
2. Hold his hands, jump and let him jump with you.
3. Tell him to jump in place with both feet when you clap and count.



4. Draw circles in front of him on the floor. Stand on the first circle in front of him and tell him to jump to you. Move towards the other circles one by one asking him to jump to you.



5. Appreciate when he jumps forward.

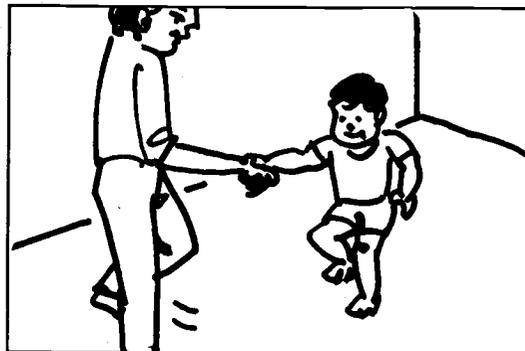


6. Conduct games for children, let the child also join them.

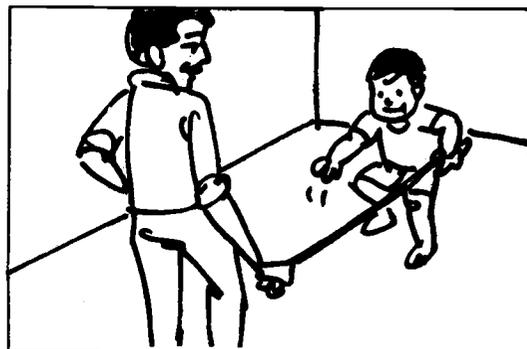
24. The child hops on one foot 5 times successively.

Procedure:

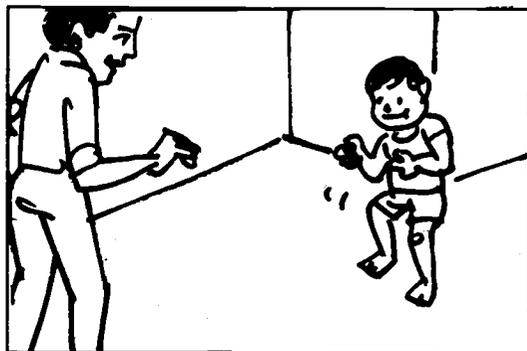
1. Let the child watch when you hop on one foot
2. Initially let him do hold on to your arm for support. Hop with him.



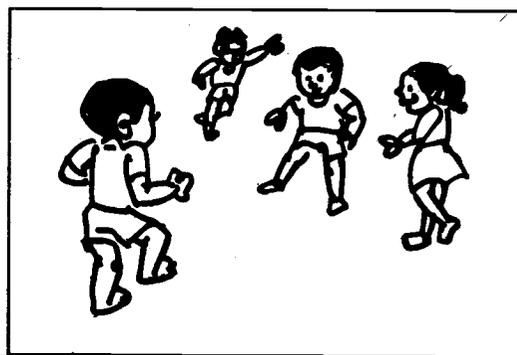
3. Take a stick and hold at one end. Tell him to hop holding the other end.



4. Stand 2 feet away from the child and tell him to hop to you. Gradually increase the distance. Praise him for his attempts.



5. Arrange play activities for the children. Let one of the children hop and catch while others are running. As the child gains confidence let him hop and catch others.



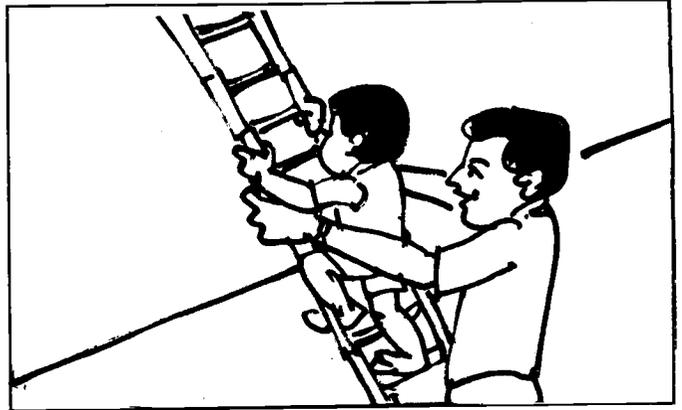


I wish I were a rabbit,
I know what I would do,
I would go like this - hop, hop, hop
I would go like this - hop, hop, hop
And that is what I would do.

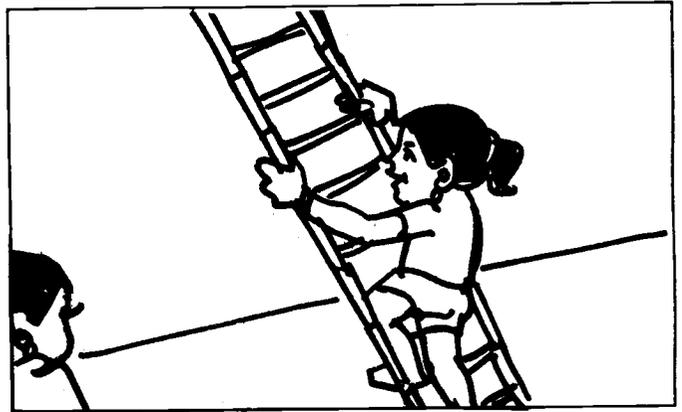
25. The child climbs ladders ten feet high

Procedure :

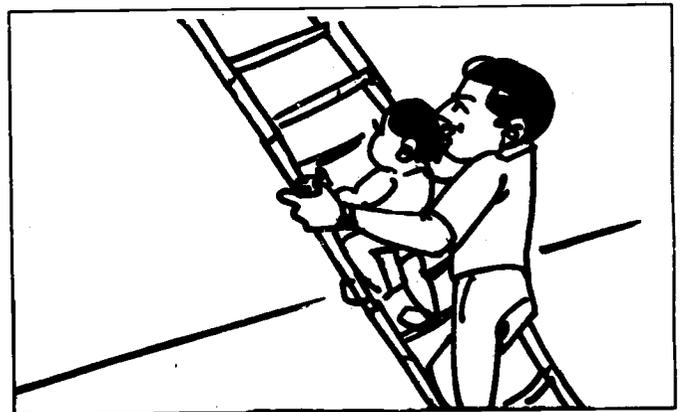
1. As the child gains balance to climb steps to go to upstairs / varandah from courtyard, train him to climb up on a ladder or steps of a slide. Make sure the ladder is properly fixed.



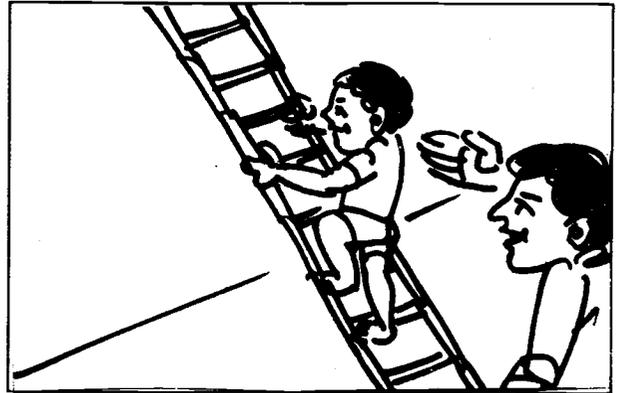
2. Let the child watch when other children climb up the ladder and slide down.



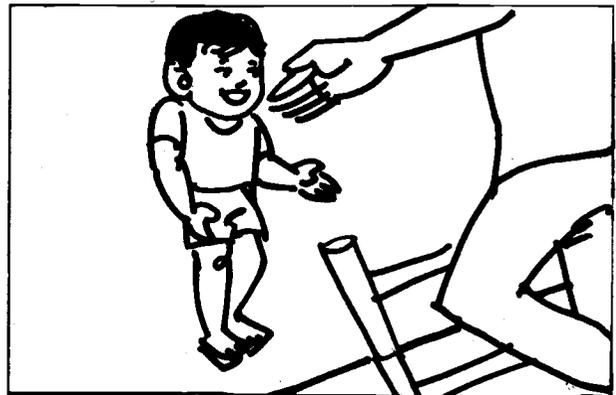
3. Hold his hands, climb up with him and slide down.



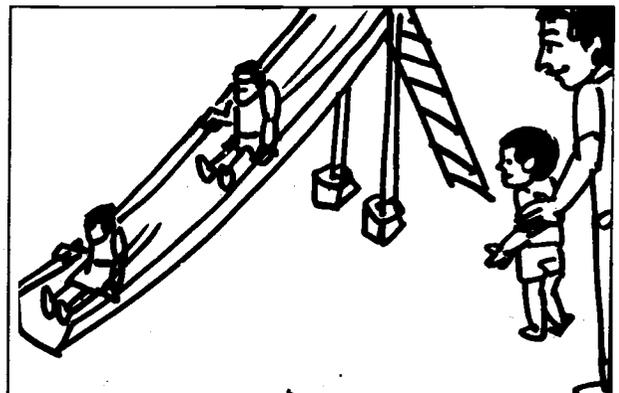
-
4. When he climbs the steps, assure him that you are behind him to help him. tell him to keep his legs firmly and hold the rails/side of the ladders, when he climbs.



5. Keep a reward at the top when he climbs independently. Praise him.



6. During play time, take him to the playground and encourage him to play with other children on slide.



**GIVE OPPORTUNITIES FOR THE
MENTALLY RETARDED CHILDREN
TO PLAY WITH NORMAL
CHILDREN**

